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AUTHOR	Winter, Evelyn
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ABSTRACT

Glassboro State College, through its supplementary training program, has attempted to demonstrate its commitment to academic relevance, social concern, and individual advancement. The program was originally designed to supplement regular college programing by including an atypical group of students--the poor, employed, experience-oriented adult. In its 3 years of existence, the program has significantly influenced the broader aspects of educational planning at Glassboro and become a model for future strategy. The U.S. Office of Education funded a national program to offer low-income employees in local Head Start programs the opportunity to enroll in college classes. Glassboro State College has worked as the administering college for the program with five other institutions in New Jersey. The operation of the program varies at each participating college, but has the following objectives: 1) the modification of college admission requirements to include the program population as regular, matriculating students; 2) the examination and revision of courses to make them relevant to the students' work experience; 3) the reversal in some cases of the usual sequence of courses to allow students to move from the practical to the theoretical; 4) development of new and innovative teaching techniques and materials derived from the students' demonstrated needs; and 5) the constant revision of the program operation based on regular evaluation of the students. (MBM)

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GLASSBORO STATE COLLEGE HEAD START AND FOLLOW THROUGH SUPPLEMENTARY TRAINING PROGRAM

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

WHAT IS THE GLASSBORO STATE SUPPLEMENTARY TRAINING PROGRAM?

Supplementary Training, as stated earlier, is a college program which provides the opportunity for full-time, low-income employees in local Head Start and Follow Through* programs to take college courses leading toward a two-year and/or a four-year degree in early childhood and related areas.

Funded by the United States Department of Health, Education and Welfare through Glassboro State College, the New Jersey Supplementary Training Program is based on the following premises:

1. that poor, mature, working adults need both financial and career stimuli to motivate them to attend college
2. that success in a college program promotes within the participants feelings of self-confidence which are translated into their job settings positively
3. that the college training of previously nonprofessional personnel will diminish the ranks of the poor and add a new experience-oriented professional to the educational arena
4. that as college-educated, previously "disadvantaged" personnel enter into early childhood education, their influence will sensitize middle-class professionals to techniques which will assist them in dealing more effectively with poor children and parents.
5. that as concepts inherent in Supplementary Training become translated in the total college curriculum, colleges will become more relevant to the needs of the total population they are designed to serve

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WHY WAS SUPPLEMENTARY TRAINING CREATED?

The Supplementary Training Program was not the brainchild of a single individual. Rather, it emerged as a result of a concensus that upward mobility of nonprofessionals was virtually nonexistent because of the lack of college experience

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*Funds for employees in local Follow Through Programs to participate in Supplementary Training were made available by the United States Office of Education in 1969 to insure mobility between local Head Start and Follow Through Programs.

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Quite recently, a study by the National Committee of the Employment of Youth indicated that the chances for advancement by para-professionals hired during the past four years in various programs is very slim. The chief obstacle to career advancement, the study noted, is lack of a college degree. And, although throughout the nation there appears to be ample opportunity for poor young people to pursue college studies through scholarships and work-study programs, the opportunity for the poor, already-working adult to go to college is almost non-existent.

Perhaps in its own enlightened self-interest, Project Head Start anticipated such studies and created the Supplementary Training Program. In its own initial study which surveyed some two hundred colleges, the national Head Start office received favorable replies from almost every institution of higher education. Colleges indicated an awareness, if not a direct contact, with the increasing problem of the immobile nonprofessional and a strong desire to become involved in a program which would begin to find a solution to the problem.

HOW WAS THE SUPPLEMENTARY TRAINING PROGRAM AT GLASSBORO DEVELOPED?

After an invitation from the national Head Start office to participate in the Supplementary Training Program and initial discussions between college representatives and key Head Start personnel in local communities, a proposal for Supplementary Training was submitted to Educational Projects, Inc., the national contractor for the Supplementary Training Program. The proposal was funded in April 1968. Thirty-one months later, the Supplementary Training Program administered by Glassboro State College is providing a part-time college degree program for approximately 170 Head Start nonprofessionals (from twenty-one of twenty-six programs), forty-seven Follow Through nonprofessionals (from four of five programs) and fifteen Title I nonprofessionals (from Lakewood). Depending

upon the location of their programs, students attend classes at:

Four-year colleges	Two-year colleges
Glassboro State College	Atlantic Community College
Jersey City State College	Camden County College
Newark State College	Essex County College
Paterson State College	Mercer County Community College
Trenton State College	Ocean County College

WHO ARE THE GLASSBORO STATE COLLEGE SUPPLEMENTARY TRAINING PARTICIPANTS?

Almost all of the 230 Supplementary Training students in New Jersey are women. The typical student is forty years old, is married, has five children and works full-time in a Head Start, Follow Through, or Title I classroom. Most have been away from school at least fifteen years and have negative feelings about their former school experiences.

WHO CAN PARTICIPATE IN SUPPLEMENTARY TRAINING?

Criteria for participation in the Supplementary Training Program have been established 1) in accordance with national guidelines from the Office of Child Development for Head Start and the United States Office of Education (see appendix A) for Follow Through; and, 2) by local guidelines set up by individual Career Development Committees. Career Development Committees are the local policy-making and reviewing bodies for Supplementary Training at the individual program level. In addition to their responsibilities relating to Supplementary Training, the Committees are the working vehicles for the establishment and maintenance of plans for upward career mobility for all program staff, including those not participating in Supplementary Training.

Below are listed some of the guidelines established nationally by the Head Start and Follow Through for participation in the Supplementary Training Program:

Head Start Guidelines

1. Candidates must be employed in full-year Head Start programs.

2. A minimum period of six months service must be established to demonstrate that the individual has basic competence to work in the Head Start Programs.

3. Candidates should be selected from various job categories.

Follow Through Guidelines

1. Personnel must be low-income, as defined under OEO poverty line criteria.

2. Personnel must be currently employed in nonprofessional positions within the Follow Through Program on a full-time basis.

Career Development Committees establish their own criteria. Although there is some variance, generally the following are considered:

1. Although a High School diploma or equivalency is not mandated by Supplementary Training, candidates should display communication skills (reading and writing) or the potential which tutorial services should strengthen sufficiently, to do effective college work. Supplementary Training is not for all staff members. Some would profit more from a basic education program delaying application for a college program until these skills are strengthened sufficiently.

2. Candidates must indicate a sincere desire and intent to continue their education in a college program leading to a degree or its equivalency. Generally, a student must take at least twelve credits per year - anything less would be somewhat unrealistic in terms of completing a two year program or sixty-four college credits. Consideration will be given, however, for individual situations.

3. Economic need is considered. With all other criteria equal, the candidate who has eight children and is the sole supporter of her family would be given priority over the candidate with two children and a husband who contributes to the family income.

4. All other things being equal, Follow Through parents (employed full-time) will be given priority over other full-time nonprofessionals.

HOW DOES SUPPLEMENTARY TRAINING OPERATE?

At its most effective, Supplementary Training differs significantly from the typical undergraduate program, at both the four-year and two-year college levels. Glassboro State College and the two year colleges working with

Supplementary Training cluster groups* have begun to identify themselves as a community resource and Supplementary Training has given them an opportunity to respond to and accept a responsible community role.

Despite the programmatic variations mentioned earlier, it is possible to draw a composite picture of the Glassboro State College Supplementary Training Program since there are many shared basic objectives.

SUPPLEMENTARY TRAINING IS . . .

(a) A federally funded program . . .

Original funds for Head Start staff were made available by the Office of Economic Opportunity and a year later the Office of Education provided funds for Follow Through staff.

Glassboro State College, the grantee, is presently receiving funds to operate Supplementary Training throughout the State by HEW for Head Start staff, the OE for Follow Through staff and Title I aides in one public school district have linked together with Supplementary Training with EPDA funds, a state grant.

(b) Providing college credits toward an Associate degree articulated with Bachelor level degrees . . .

Supplementary Training differs greatly from other Head Start and Follow Through training since all course work receives regular college credit. While some students only take twelve credit hours during the Fall, Spring and Summer Semesters, they are all encouraged to take eighteen credit hours or six three credit courses. Three different local cluster groups are involved in a thirty--thirty-three credit year -- equivalent to one academic year. This was

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*A cluster group is a homogeneous class of only Supplementary Training students. In most instances such grouping is desirable, at least initially, since it provides Supplementary Training students with a common base of experience in their early college career and provides security for many students who have been out of school for many years.

made possible because of the flexibility of the colleges, utilization of a core-type program, and credits for a supervised on-the-job practicum experience. A complete description of this accelerated program is found in Appendix B.

(c) Waiving or modifying entrance requirements . . .

All institutions waived or delayed their entrance requirements to permit all trainees recommended by Career Development Committees to enroll immediately in courses. A student without a GED or High School diploma may take courses, although college credit is held "in esc..ow" until he successfully passes the GED. In most instances, students have until the completion of sixty-four credits to complete this requirement.

Those colleges normally requiring students to pass a battery of placement tests delayed these requirements temporarily. When students displayed competence after completing the academic year or thirty-two credits, administrator of Supplementary Training, the Program Manager, requested and was granted the waiver of such tests since at this time they seemed to be somewhat "after the fact". Students were matriculated without these testing requirements.

(d) Overcoming transportation problems . . .

Participating colleges have demonstrated admirable flexibility in the selection of class locations, with primary consideration being given to the convenience and needs of the trainees. While many courses are held on campus, others are offered in schools and public buildings within the trainees' communities. Holding classes in a familiar environment has the added advantage of easing the adjustment of the students to college work. When classes are held in a Head Start or Follow Through center the possibility of the instructor relating course content to work experience is increased.

(e) Giving students released time . . .

Some students are attending college on release time from their agencies.

This has resulted in increased motivation among staff members to participate in the program and limits the problems at home occasioned by the trainee's absence. It also permits some cluster groups to attain degrees faster, since more credits can be accumulated in shorter periods of time. Release time varies from one hour twice a week to a half-day five times a week.

(f) Providing an allotment for books . . .

A fixed amount of $4 per three credit course for each student is allotted to defray the costs for books.

(g) Providing supportive services . . .

The program provides for educational, vocational and personal counseling. Trainees need the opportunity to explore their interests and abilities with a knowledgeable counselor in order to make meaningful, realistic decisions concerning their future and in order to understand the academic system. Students are made aware of people they can contact such as college representatives, who are knowledgeable of the Supplementary Training Program, career development coordinators, the Program Manager, and/or Head Start and Follow Through directors. A professional psychologist is available for personal or job-related problems which are interferring with the students' learning process.

Many of the students are lacking communication skills (reading and writing) necessary for successful college level work - the intent is not to "water-down" material but rather to provide tutorial services to supplement course work and strengthen the necessary basic communication skills. Tutoring is provided on individual or small group basis by the college staff, community teachers, upper class or graduate students, or other qualified persons. Time and class place determined by joint decision of students and tutors.

(h) Transposing the order of courses . . .

Offering courses most closely related to the Head Start and Follow Through staffer's work during her first thirty credits of attendance in college requires a transposition in the traditional order of a college curriculum. Typically, the traditional approach starts with basic courses such as English 101 or Math 101, and college students don't get to the meat of their major until their junior or senior year. In the Supplementary Training Program, students are immediately and continually exposed to their field of study. This enables the student to acquire theory and practice together; that is, she can apply what she learns as she learns. Later, after she is more accustomed to work at the college level, she is better able to take and pass required courses that are less immediately related to her field. The arrangement is for the collegiate institution to provide a list and description of courses from which the cluster group makes a selection. If an individual student prefers another course, she is able to take it outside the cluster group in a regular part-time extension class.

(i) Adjusting curriculum and content to fit the needs of Head Start and Follow Through staff and assurance of transferability to four year New Jersey colleges . . .

The colleges agree to establish new courses, accept Glassboro State College courses not a part of the participating colleges present curriculum, or revamp the content of an existing course in which the content is adjusted to fit the needs of the Supplementary Training students. This will only work in a cluster group situation and where there is a great deal of flexibility on the part of the college faculty and administration.

Notable similarities appear in the instructional components in each institute, particularly in the broad general education area. All students receive instruction and credits in communication, human behavior and development (quite specifically the development of the disadvantaged child) contemporary social issues, studies in science and the environment, mathematics, and the expressive arts. The students are also involved in studies in early childhood education.

Since the colleges do not specifically have a curriculum for Supplementary Training, it is particularly important to select college faculty who are creative and interested in developing course content relevant to the needs, abilities, and interests of the Supplementary Training students.

College instructors are enriching course content and they "dove-tail" the in-service programs of the Head Start and Follow Through programs and relate content to the personal and on-the-job experiences of trainees. The college would be remiss if they lowered their standards or "watered-down" the curriculum for Supplementary Training students.

Because cooperating colleges differ in regard to degree requirements and flexibility regarding change, variations of curriculum design was necessary. Appendix C lists experiences provided for a two year degree at each cooperating institution. Careful consideration was given to transfer policies at New Jersey four-year institutions for those students planning to pursue a four-year degree. Glassboro State College guarantees full two year credit, for all transfer two-year degree students. Since the same assurance by all New Jersey four-year institutions has not been established, curriculum design was planned for complete transferability.

(j) Encouraging new and varied approaches to teaching . . .

Supplementary Training suggests that new and varied methods of teaching

be used. For example, seminars or discussion groups are set up in which the faculty member and students meet to discuss job-related, community-related, or personal issues and problems (depending upon the course being taught). The actual problems faced can be discussed, and the instructor can move from the concrete situation to the presentation of theory related to the course.

Since the most essential component for a successful program is the teacher, how he relates to the students, and the teaching method he uses, teachers are encouraged to use the following teaching techniques.

The importance of feed-back

Adults have special needs to know regularly how they are doing. Many specific short-range targets should be set as the work proceeds. These should be specific and concrete. It should be clearly evident to the learner that he is making tangible signs of progress. It may also be instructive to do limited pre-post attitude testing using some assessment device that purports to judge flexibility, liberal-conservative attitudes, or the like. This, of course, would be the instructor's information. It would not enter into any grading done. Neither should it be interpreted as a "test" by students.

Focusing on the essentials

It is vital to do nothing that blocks free expression and honest exploration of views by making corrections or even gross violations of standard English usage. Some modifications will develop, of course, as the student-teacher relationship becomes secure.

Well-balanced distribution of student expression may require instructor intervention after the initial meeting. Presumably the overly talkative will come to understand how this enhances their ability to achieve the objectives of the program.

Simplifying abstract concepts

Putting a difficult concept "in other words" will help sometimes, if the words do simplify or develop the concept in another way. But much should be done to illustrate through illustrations, blackboard sketches or diagrams, and even by manipulation of objects. Role playing sometimes works, too, but only when the instructor has thought it out well and knows the medium. Use of films, slides, over-head projectors, and other A-V materials are encouraged to aid in the simplification of an abstract concept.

Minimize lecturing

It is absolutely impossible to achieve the objectives of this program by a substantial diet of lectures. Lecturing may change vocabularies, but it blocks the opportunity to student students' thinking processes and their valuing efforts. It also inhibits the sharing of experience which these students can bring to fellow students.

Field trips and guest speakers

Learning does not always take place in the classroom. Visits to various community, state, or out of state buildings, agencies, institutions, etc. (i.e. museum, theatre, welfare, agencies, the beach, mental institution, ghettos and the like) where students observe, interview, compare, and solve problems are valuable and exciting teaching tools, which is meaningful and exciting.

A variety of personnel should be utilized to enrich course work and to better meet the needs of the students. This would involve a member of the poverty group, social worker, medical personnel, community workers, mental health clinic personnel, public school teachers and administrative staff.

OBJECTIVES

Primary among the objectives of the Supplementary Training Program are the following:

1. To provide college programs and job-related training to year-round Head Start and Follow Through non-degree personnel in order that participants will:

(a) become increasingly skilled staff members who can better serve the children in the programs, the Head Start and Follow Through Programs and their families;

(b) earn an associate degree articulated with bachelor level degrees.

2. To provide career development opportunities by increasing participants potential for better jobs (increased salary and employment security) through increased skills, college degrees, and certification which will encourage:

(a) horizontal and vertical mobility within the Head Start and Follow Through Programs;

(b) employment, in their field of training, outside the Head Start and Follow Through Programs.

3. To aid students in the realization of the value and need for a college education, motivating the desire to pursue a college degree.

4. To provide an opportunity for universities and colleges to better meet the challenges of offering higher educational opportunities to a heretofore untapped student population -- the disadvantaged, and ultimately change that would benefit all student populations. Such changes might include:

(a) admission and matriculation requirements;

(b) curriculum revampment -- new and different courses, as well as change in content of existing courses;

(c) varied and stimulating teaching techniques; and instructional materials;

(d) transferability of credits between all institutions of higher learning throughout the nation;

(e) adaption of certification and accredidation statutes for auxiliary personnel;

(f) recruitment of college staff based on expertise in early childhood education, creative and flexible teaching ability, and the ability to relate to all types of students rather than doctoral degrees and publication contributions.

5. To meet the growing need for competent, well trained, certificated personnel in early childhood programs and related fields.

6. To assist in "opening doors" and creating new jobs in community schools and agencies in order to better serve all people.

PERSONNEL INVOLVED

The coordination of the New Jersey state-wide Head Start and Follow Through Supplementary Training Program is under the supervision of one full-time faculty member from Glassboro State College, grantee, assisted by a Senior Clerk Stenographer. The Program Manager, Mrs. Evelyn Winter, referred to above, wrote the initial and yearly refunding proposals for the Supplementary Training Program and assisted in the planning and implementation of individual college programs at Glassboro State College and the five cooperating two-year county colleges. The Program Manager is held accountable for the administration of the program.

Each cooperating college assigns an College Representative who is a faculty member with a vote at policy level, often an academic or departmental dean who is non-salaried but contributes time to the program. Since Supplementary Training is part of the Part-Time or Continuing Education Department, the five College Representatives are Directors of the Part-Time or Continuing Education Department. These persons are the liaison between the college and the Head Start and Follow Through Programs. They are extremely helpful in working with the Program Manager to plan and evaluate curriculum, provide academic guidance to students, hire teaching staff and plan orientation programs for them, responsible for logistic arrangements such as scheduling rooms and time for courses.

Teachers hired for the program vary in number and person each year dependent upon course offerings. The Program Manager hires teachers for the Glassboro State College program while the cooperating colleges make their own selection. It is therefore vital that the College Representatives thoroughly understand Supplementary Training and make every effort to engage Supplementary Training teaching staff who not only are expertise in their field but relate well to people, are flexible, and willing to learn with and from the students. Supplementary Training teachers are permanent members of the college faculty or adjunct

staff. College instructors are employed on an extension course basis and paid a salary according to the salary scale of the college. This year ten instructors have been hired to teach our cluster groups.

This year a full-time Language Arts Specialist was hired to teach four cluster groups two Glassboro State College professional courses in a single block of time in the areas of Language Arts and Children's Literature. Each group earns eight semester credits. Mr. Darkatsh's background and experience in the field has made him a great asset to the program.

A teacher-coordinator has been employed to work with one cluster group, teaching job-related professional courses (fourteen credit hours) and supervising students in an on-the-job practicum experience (seven credit hours). Mrs. Rose is employed at the rate of a full-time instructor, carrying a twenty-one credit load rather than a twenty-four credit load. This experimental program has allowed students to earn thirty-three credits during the 1969-70 fiscal year. All courses are related and tie in naturally with the practicum experience.

In special problem situations, supportive services are supplied utilizing tutors and certified psychologists. These special consultants are employed on a per diem basis to assist individuals and small groups. Supportive services are a vital component of the Supplementary Training Program and proper selection is necessary.

Career Development Coordinators, although not employed or paid by Supplementary Training, are mandatory by OEO guidelines and necessary for the success of the program. They are employees of Head Start or Follow Through programs and, depending upon the size of the program, may either act in this position full-time or may assume part-time responsibility while still carrying out the duties of another Head Start or Follow Through position. They serve as liaison between the college and the trainees, often serving as an advocate for one or the other.

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SUPPLEMENTARY TRAINING BUDGET FOR COMPONENT PROJECT, ~~page 1~~

HEAD START BUDGET - September 21, 1970 - June, 1971

B.1 PERSONNEL COSTS

B.1.1. Salaries and Wages

Number of Persons	Title or Position	Salary per Month	Pct. of Time on Project	Months to be Employed	Cost
1	**Program Manager n	$922	80%	9¼	$8,529
1	**Clerk-Typist	320	80%	9¼	2,960
1	**Teacher-Coordinator	778	90%	8¼	6,419
1	**Asst. Prof. Language Arts Specialist	544	37½%	8¼	4,485
4	Asst. Prof. @ $584 per course (3 credits)				2,336
3	Asst. Prof. @ $625 per course (3 credits)				1,875
	SUB-TOTAL, SALARIES AND WAGES				$26,604

B.1.2. Fringe Benefits (Employer's Share Only)

Benefit	Basis of Cost	Cost
Hospitalization,	15% of total cost of salaries ($26,604)	3,990
Pension		
Social Security, etc.		
	SUB-TOTAL, FRINGE BENEFITS	3,990
	TOTAL, PERSONNEL COSTS	$30,594

B.2 CONSULTANTS AND CONTRACT SERVICES

Nature of Service	Basis of Fee Estimate	Cost
8 tutors	1 session per wk x 2 hrs per session x $10 per hr x 35 wks	5,600
2 counselors	$35 per day x 1 day per mo. x 9 mos.	630
	TOTAL, CONSULTANTS AND CONTRACT SERVICES	$ 6,230

B.3 TRAVEL COSTS

Item	Basis for Cost Estimate	Cost
**Program Manager	20 trp. per mo x 9 mo x 180 mi per trp = 32,400 mi @.10 per	3,047
Lang. Arts Spec.	½(4 trp. per wk x 30 wk x 150 mi per trp) = 9,000mi @.10	883
Teacher-Coordinator	3 trp per wk x 30 wk x 100 mi per trp = 9,000 mi @.10 per mi	900
7 Asst. Prof.	1 trp per wk x 16 wk x 60 mi per trp = 960 mi @.10 per mi.	672
	TOTAL, TRAVEL COSTS	$ 5,502

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**See attachment for explanation

SUPPLEMENTARY TRAINING BUDGET FOR COMPONENT PROJECT, ~~page 2~~

HEAD START BUDGET - September 21, 1970 - June, 1971

B.4 SPACE COSTS AND RENTALS		
Item	Basis for Cost Estimate	Cost
TOTAL, SPACE COSTS AND RENTALS		

B.5 CONSUMABLE SUPPLIES		
Item	Basis for Cost Estimate	Cost
**Books and materials for students	No. of students x no. of courses x $4	$1,675
TOTAL, CONSUMABLE SUPPLIES		

B.6 RENTAL, LEASE OR PURCHASE OF EQUIPMENT		
Item	Basis for Cost Estimate	Cost
TOTAL, RENTAL, LEASE OR PURCHASE EQUIPMENT		

Explanation (if any)

**See attachment for explanation

Continued on next page

HEAD START BUDGET

B.7.a OTHER DIRECT COSTS

Item	Basis for Cost Estimate	Cost
** Telephone Pro. Mgr.	@175 per mo. x 9 mos.	1,425
** Registration Fees		776
** Tuitions *		24,010

TOTAL, OTHER COSTS	$26,211
SUB-TOTAL, ALL DIRECT COSTS (B.1 - B.7a)	$44,001

B.7.b INDIRECT COSTS

Item	Basis for Cost Estimate	Cost
Indirect Cost	15% of total direct cost ($44,001)	6,600

TOTAL, INDIRECT COSTS	$ 6,600
GRAND TOTAL, COST OF COMPONENT PROJECT	$76,812.00

Explanation (if any)

**See Attachment for Explanation

* Not to be included in computation of indirect costs.

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DRAFT

EXPLANATION OF BUDGET

SALARIES

Program Manager – 20% paid by Follow Through
EPI charged with 3/4 of Sept. ($691)
STA charged with 9¼ months ($8,529)

Clerk-Typist – 20% paid by Follow Through
EPI charged with 3/4 of Sept. ($240)
STA charged with 9¼ months ($2,960)

Teacher-Coordinator – EPI charged with 3/4 of Sept. ($583)
STA charged with 8¼ months ($6,419)

Language Arts Specialist – 37½% paid by Follow Through
25% paid by EPDA funds
37½% paid by Head Start ($4,485)
EPI charged for 3/4 of Sept. ($408)
STA charged for 8¼ months ($4,485)

4 Assistant Prof. – This is for the Fall Semester
EPI charged for one week (@$41 per instructor from a $625 salary for 3 credit course) total $164.
STA charged for remaining 14 weeks or $584 per instructor per 3 credit course or total $2,336.

FRINGE BENEFITS – EPI charged 15% of total ($2,086) of salary charge ($314)
STA charged 15% of remaining salary charge ($26,604) in the amount of $3,990.

TRAVEL COSTS

Program Manager – 20% paid by Follow Through
EPI charged for all travel through Sept. 20 ($193)
STA to be charged for the remaining expence cost

Language Arts Spec. – 50% paid by Follow Through
EPI charged for all travel through Sept. 20 ($17)

CONSUMABLE SUPPLIES

Ocean County College	12 students x 6 courses x $4 per course	=	$288
Atlantic Community College	20 students x 7 courses x $4 per course	=	560
Mercer Cty. Comm. College	15 students x 5 courses x $4 per course	=	300
Camden County College	12 students x 5 courses x $4 per course	=	240
Glassboro State College	4 students x 5 courses x $4 per course	=	80
No. Jersey Groups	80 students x 4 courses x $4 per course	=	1,280
			$2,748

EPI has been charged with books purchased before Sept. 21, 1970 in the amount of $1,073. This has been deducted from above total of $2,748. STA charged remaining amount ($1,675)

OTHER COSTS (Not included in computation of 15% of direct costs for indirect cost charge)

Telephone (Program Manager) Telephone allotment for business calls made from home of Program Manager. Follow Through charged 20%. EPI charged $150 for calls made through September 20, 1970. This is a projected amount since September telephone bill not as yet received.

Registration Fee

Fall semester -	34 students x $2	=	$ 68
	66 students x $5	=	330
Spring sem. -	34 students x $2	=	68
	66 students x $5	=	330

EPI has been charged for 5% of total Fall Semester determined by one responsibility out of 20 semester. Charge is in the amount of $20.
STA charged for 95% of Fall and 100% of Spring Semesters ($776)

TUITION Colleges	Head Start Programs	Semester	No. Students		No. Credits		$Per Cre.		Total
GSC	Atl-Cape May H.S.	Fall	6	x	9	x	$20	=	$1,080
ACC	"	Fall	5	x	9	x	15	=	675
GSC	"	Spring	6	x	9	x	20	=	1,080
ACC	"	Spring	5	x	9	x	15	=	675
OCC	Lakewood-Monmouth	Fall	6	x	3	x	15	=	270
TSC	Lakewood	Fall	4	x	6	x	20	=	480
OCC	Lakewood-Monmouth	Spring	6	x	3	x	15	=	270
TSC	Lakewood	Spring	4	x	6	x	20	=	480
NSC	Monmouth	Fall	1	x	6	x	20	=	120
NSC	Monmouth	Spring	1	x	6	x	20	=	120
GSC	Burlington	Fall	5	x	9	x	20	=	900
GSC	Burlington	Spring	5	x	9	x	20	=	900
GSC	Millville	Fall	2	x	6	x	20	=	240
GSC	Millville	Spring	2	x	6	x	20	=	240
CCC	Camden	Spring	12	x	6	x	15	=	1,080
MCC	Trenton, Lawrenceville Lambertville, Baptistown	Spring	15	x	6	x	12	=	1,080
JCSTC	Jersey City, Bayonne	Fall	14	x	6	x	20	=	1,680
PSC	Englewood, Montclair	Fall	6	x	6	x	20	=	720
PSC	Englewood, Montclair	Spring	6	x	6	x	20	=	720
ECC	Newark, Jersey City Paterson, East Orange Hackensack	Fall	60	x	6	x	14	=	5,040
ECC	Newark, Jersey City Paterson, East Orange, Hackensack	Spring	60	x	6	x	14	=	5,040
JCSTC	Jersey City, Bayonne	Spring	14	x	6	x	20	=	1,680
						Total			$24,570
					Fall	Total			11,205
					Spring	Total			13,365

EPI has been charged 5% of total Fall tuition cost ($11,205) in the amount of $560.
STA has been charged for 95% of Fall Tuition cost ($11,205) in the amount of $12,805 plus 100% of Spring Tuition cost ($13,365) giving total amount of tuition cost $24,010.

SUPPLEMENTARY TRAINING BUDGET FOR SUPPLEMENT PROJECT, [redacted]

Follow Through Budget

B.1 PERSONNEL COSTS

B.1.1. Salaries and Wages

Number of Persons	Title or Position	Salary per Month	Pct. of Time on Project	Months to be Employed	Cos
1	Program Manager	249.00	100%	10	2490
1	Secretary	96.00	100%	10	960
1	Language Arts Specialist	437.50	100%	10	4375
3	Asst. Professors @ $650 per course				975
	one-half paid by Head Start				
	SUB-TOTAL, SALARIES AND WAGES				8800

B.1.2. Fringe Benefits (Employer's Share Only)

Benefit	Basis of Cost	Cos
Soc. Security	18% of 8,800	1594
Hospitalization		
and surgical benefits		
and retirement		
SUB-TOTAL, FRINGE BENEFITS		
TOTAL, PERSONNEL COSTS		10,384

B.2 CONSULTANTS AND CONTRACT SERVICES

Nature of Service	Basis of Fee Estimate	Cos
8 Tutors	8 x 1 session per wk x 2 hrs per session x $10 per hr.	
	x 30 weeks	4,800
1 counselor	30 hrs. per wk. x 1 day per mo. x 10 months	300
institutional rep.	15% of time ($1500)	
TOTAL, CONSULTANTS AND CONTRACT SERVICES		

B.3 TRAVEL COSTS 5,100

Item	Basis for Cost Estimate	Cos
Program Manager	8 trips per mo x 10 mo x 100 mi @ .10 per mile	800
Lang. Arts. Specialist	2 trips per wk. x 15 wks x 90 mi @ .10 per mile	270
Lang. Arts. Specialist	1/2 of 2 trips per wk x 15 wks x 130 mi. @ .10 per mile	195
TOTAL, TRAVEL COSTS		1,265

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SUPPLEMENTARY TRAINING BUDGET FOR COMPONENT PROJECT, ~~page 2~~

B.4 SPACE COSTS AND RENTALS		
Item	Basis for Cost Estimate	Cost
TOTAL, SPACE COSTS AND RENTALS		

B.5 CONSUMABLE SUPPLIES		
Item	Basis for Cost Estimate	Cost
Books for 12 Lakewood students	12 x 6 courses x $4 per course	288.00
Books for 19 Trenton students	19 x 5 courses x $4 per course	380.00
Books for 16 Newark students	16 x 6 courses x $4 per course	384.00
TOTAL, CONSUMABLE SUPPLIES		1052.00

B.6 RENTAL, LEASE OR PURCHASE OF EQUIPMENT		
Item	Basis for Cost Estimate	Cost
TOTAL, RENTAL, LEASE OR PURCHASE EQUIPMENT		

Explanation (if any)

Continued on next page

B.7.a OTHER DIRECT COSTS

Item	Basis for Cost Estimate	Cost
Telephone	$50 per mo x 10 mo	500.00
Registration Fees	Lakewood 12 students x $2 per stu. per sem x 1 sem	24.00
Tuitions *	Newark 16 " x 2 per stu. per sem x 2 sem	64.00
	Lakewood 12 " x 7 credits x 20 per credit	1680.00
	Newark 16 " x 24 credits x 20 per credit	7680.00
	Trenton 19 " x 6 credits x 12 per credit	1368.00

TOTAL, OTHER COSTS	$11,316.00
SUB-TOTAL, ALL DIRECT COSTS (B.1 - B.7a)	

B.7.b INDIRECT COSTS

Item	Basis for Cost Estimate	Cost
Indirect costs	8% of 11,645 (Salaries and Travel only)	932.00

TOTAL, INDIRECT COSTS	932.00
GRAND TOTAL, COST OF COMPONENT PROJECT	$30,049.00

Explanation (if any)

* Not to be included in computation of indirect costs.

DRAFT

SUPPLEMENTARY TRAINING BUDGET FOR COMPONENT PROJECT, ~~page 1~~

LAKEWOOD TITLE I AIDES

B.1 PERSONNEL COSTS

B.1.1. Salaries and Wages

Number of Persons	Title or Position	Salary per Month	Pct. of Time on Project	Months to be Employed	Cost
1	Language Arts Specialist				$3,250
5	Ass't. Professors @ $640 (Spring—3 Summer—2)				3,200
SUB-TOTAL, SALARIES AND WAGES					$6,450

B.1.2. Fringe Benefits (Employer's Share Only)

Benefit	Basis of Cost	Cost
Fringe Benefits	18% of $6,450	$1,161
SUB-TOTAL, FRINGE BENEFITS		$1,161
TOTAL, PERSONNEL COSTS		$7,611

B.2 CONSULTANTS AND CONTRACT SERVICES

Nature of Service	Basis of Fee Estimate	Cost
Tutoring	@$20 per session x 30 weeks	$ 600
TOTAL, CONSULTANTS AND CONTRACT SERVICES		$ 600

B.3 TRAVEL COSTS

Item	Basis for Cost Estimate	Cost
Lang. Arts Spec.	30 sessions x 153 miles = 4,590 mi. @10¢ per mile =	$ 459
TOTAL, TRAVEL COSTS		$ 459

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SUPPLEMENTARY TRAINING BUDGET FOR COMPONENT PROJECT, ~~page 2~~

B.4 SPACE COSTS AND RENTALS		
Item	Basis for Cost Estimate	Cost
TOTAL, SPACE COSTS AND RENTALS		

B.5 CONSUMABLE SUPPLIES		
Item	Basis for Cost Estimate	Cost
Books @$4 per course per student	6 x $4 x 15 students	$420
TOTAL, CONSUMABLE SUPPLIES		$420

B.6 RENTAL, LEASE OR PURCHASE OF EQUIPMENT		
Item	Basis for Cost Estimate	Cost
TOTAL, RENTAL, LEASE OR PURCHASE EQUIPMENT		

Explanation (if any)

Continued on next page

B.7.a OTHER DIRECT COSTS

Item	Basis for Cost Estimate	Cost
Telephone		
Registration Fees	15 x $2 x 2 semesters	$ 60
Tuitions *	15 x 7 x $20	2100

TOTAL, OTHER COSTS	2160
SUB-TOTAL, ALL DIRECT COSTS (B.1 - B.7a)	

B.7.b INDIRECT COSTS

Item	Basis for Cost Estimate	Cost

TOTAL, INDIRECT COSTS	
GRAND TOTAL, COST OF COMPONENT PROJECT	$11,250

Explanation (if any)

* Not to be included in computation of indirect costs.

EVALUATION PROCEDURE AND DATA

The Head Start and Follow Through contract guidelines state that:

"No funds will be allowed for Follow Through Supplementary Training by the Office of Education or for Head Start Supplementary Training by the Office of Child Development, H.E.W. for payment of any research component for a Supplementary Training Program."

This stipulation curtails the utilization of salaried evaluators. Evaluation in Supplementary Training is a shared process by all involved in the program, requiring open lines of communication and constant feed-back by students, college staff, tutors, counselors, program staff, career development committees and coordinators, Community Action Program representatives, Regional Training officer, contractor representatives and the Program Manager.

Supplementary Training utilizes the theory in Stufflebeam's "Evaluation Under Title I of the Elementary and Secondary Educational Act of 1965, which states that the function of evaluation is "to insure sound, systematic progress toward putting theory into practice and to serve as a means for identifying problems and taking corrective action as each failure is encountered." Although the Supplementary Training evaluation process did not select and implement Stufflebeam's evaluation process as an evaluative instrument, the basic concept of the change process including Research, Development, Diffusion, Adoption, and Evaluation has been an influential factor in the New Jersey Supplementary Training evaluation scheme.

Basically, Stufflebeam's theory requires two types of decisions; at the Federal level, the basic decisions are to increase, decrease or discontinue entirely the funding of Supplementary Training. At the local level, the most prevalent and significant decisions are whether to continue or modify methods

. and materials as the project proceeds, i.e., as more is learned about an on-going project.

According to Stufflebeam, for Federal Decisions, product or outcomes to goals or determining the extent to which objectives have been reached requires product data for evaluation. This data contains the gross information about the effectiveness of the overall program. That is to say, at the Federal level, funding for the past 31 months was dependent upon product data and results conducted each year. Because the Federal agency (contractor) decided that the Glassboro State College Supplementary Training Program successfully met the objectives of Supplementary Training, the program has been refunded for the third year and expanded, increasing the yearly allocation approximately 275%.

Product decision on the Federal level was determined by the degree the project outcomes met the project objectives. The following lists and briefly describes verifications for meeting Supplementary Training objectives:

Objectives	Verifications
1. To provide college programs and job-related training to year-round Head Start and Follow Through non-degree personnel in order that participants will:	1. Through observation and discussion, program directors and supervisors, practicum supervisors and program managers report students are applying learnings as they work with children from courses in art, music, language development, psychology, science, math, etc.
(a) become increasingly skilled staff members who can better serve the children in the programs, the Head Start and Follow Through Programs and their families;	2. Through observation and discussion, students, program directors, and program manager report student growth in oral communication, public relations and social issues.

Objectives

Verifications

3. Program personnel report at meetings and individual discussions, interaction and relationships on job increased as students are supportive of one another in the college program.

4. Professional program staff report evidence of increased confidence as students take the initiative to plan children's activities and community service functions with the professionals.

5. Program directors, supervisors and program manager report through observations an increase in quality and quantity of instructional tasks which teachers are allotting students as a result of learnings in courses relating to these activities.

6. Program directors report that students' learning have stimulated traditional teachers (in Follow Through) to attempt fresh approaches to education.

7. Program directors report students' learnings have aided new teachers (in Follow Through) to develop in those areas which students have developed skills and knowledges which are brought to the classroom.

Objectives	Verifications
	8. Through program manager observations and reports from program directors, there is evidence that Supplementary Training students have successfully accepted and implemented leadership roles as consultants and resource people for Head Start and Follow Through in-service programs in areas developed as a result of college courses.
	9. College instructors report students have displayed much growth in utilizing skills and learnings as they report on course related projects in their programs.
	10. Students report that increased skills and self-confidences allow them, perhaps for the first time, to assist their own children in their school work.
	11. College representatives report that non-Supplementary Training Head Start and Follow Through staff have enrolled in college courses (self-funded) because of the success and confidence displayed by Supplementary Training students in their college program.
(b) earn an Associate degree articulated with Bachelor level degrees.	1. To date, three students have received their Bachelor's degree from Glassboro State College.

Objectives	Verifications
	2. Two students will receive their Bachelor's degree in January 1971 from Glassboro State College.
	3. Fifteen students will receive their A.A. degree from Atlantic Community College and Ocean County College in June 1971.
	4. Three students will receive their Bachelor's degree in June 1971 from Glassboro State College.
	5. Approximately six students will receive their A.A. degree from Ocean County College in June 1971.
	6. Five students will complete sixty-four credits at Glassboro State College (A.A. equivalency) in June 1971.
2. To provide career development opportunities by increasing participants potential for better jobs (increased salary and employment security) through increased skills, college degrees and certification which will encourage:	1. Students have moved from an entry level position in Head Start (cook, office staff) into a teaching paraprofessional position as personal and job-related skills developed as a result of college courses.
(a) horizontal and vertical mobility within the Head Start	2. Students in Head Start serving as teaching aides moved into teaching assistant roles as skills and competences increased and college credits were accumulated.
	3. Head Start students have moved from

Objectives	Verifications
and Follow Through Programs	teaching aide and teaching assistant positions into the professional role of the teacher as vacancies were available and students displayed skills and competencies necessary for an effective teacher.
	4. A student employed in a Head Start office position elected as the non-professional Career Development Coordinator (non-salaried positin) performing her duties as coordinator voluntarily after completing job responsibilities, learned skills and competencies through this added experience as well as a result of college work, was moved into a full-time salaried Career Development Director's position.
(b) employment, in their field of training, outside the Head Start and Follow Through Programs.	1. Communities with Follow Through and Day Care 100 Programs have recruited Head Start Supplementary Training students due to increased skills and competencies and the accumulation of college credits.
	2. The Newark Welfare Agency hired eleven Head Start Supplementary Training students as auxiliary personnel in their agency. Students not only received an increase in salary, but after a few months took and passed the Civil Service examination, giving them job security.

Objectives	Verifications
	3. Some Supplementary Training students reaching the ninety credit level have left Head Start and secured teaching positions in New Jersey public schools with an emergency certificate (permissible in New Jersey if degree teacher cannot be secured) and are continuing their college program on their own.
3. To aid students in the realization of the value and need for a college education, motivating the desire to pursue a college degree.	1. Pre and post tests in reading, writing, and mathematics indicate evidence of student growth in these skill areas from two to five years. 2. Several students took and passed the GED equivalency test after completing eighteen to thirty-six college credits without participating in high school equivalency courses. This evidence indicates skill development resulting from college courses rather than direct teaching for GED examination. 3. Students, program personnel and program manager, and teachers report that students have been developing good personal reading habits and are sharing books and reactions with other staff members.

Objectives

Verifications

4. A pre and post career aspiration questionnaire was administered to students upon entering Supplementary Training and after the completion of the first year (fifteen or eighteen credit hours). The data indicated that 40% of the trainees who desired a two year degree now plan to work towards the Bachelor's degree.

5. Students are requesting tutoring services, even though it means additional time and work, as they realize and accept the fact that certain skills are necessary in order to successfully complete the college program.

6. Students are requesting more than eighteen credits a year in order that they might reduce the time necessary to earn a degree as a part-time student.

7. As students gained confidence and skills, requests are made for an opportunity to take courses outside the cluster group.

8. Three Head Start students have been able to arrange to work in the Head Start program part-time and are attending college as a "full-time student" taking between twelve and sixteen credit hours each semester.

9. Program directors report that para-professionals originally not interested in continuing their

Objectives

Verifications

education in the Supplementary Training are now requesting this opportunity and others for the first time are working toward their high school equivalency to prepare themselves for a college program.

10. Follow Through directors report that parents are applying for Follow Through positions with the specific purpose of receiving an opportunity to attend college.

11. Students report that since they are attending college, their own children have begun to realize the importance of education and are indicating their desire to attend college in the future.

12. College representatives report that students' grades are equal to, if not better, than regular college Freshman and Sophomores.

13. Drop out rate is extremely low, approximately 5%. This low percentage is due to students leaving the Head Start or Follow Through program, ill health, and maternity leave, rather than from academic failure. Those leaving due to health or maternity reasons are requesting and are granted reinstatement to Supplementary Training when they return to their program.

Objectives	Verifications
	14. Some students leaving Head Start and Follow Through programs and are consequently phased out of Supplementary Training have continued to attend college through their own funds. In a few instances, those employed in a Title I program have been funded in the college program through their Boards of Education.
	15. Students written testimony of their attitude toward a college education was submitted as a class assignment with no knowledge that it was to be utilized as an evaluation instrument by the Program Manager. It was felt that this approach would enhance openness and frankness. The National Head Start Office used one of the reactions for the National Publication. See Appendix D.
4. To provide an opportunity for universities and colleges to better meet the challenges of offering higher educational opportunities to a heretofore untapped student population --	College response to Supplementary Training continues to be significant as measured by the willingness of participating institutions to change both within and beyond the scope of the Supplementary Training Program. Some of these changes include:

Objectives

Verifications

1. Colleges requiring a high school diploma or its equivalency have agreed to permit students to enroll in the college program, while credits will be held in escrow, until the high school equivalency is obtained at which time, retroactive credits will be awarded toward the student's degree.

2. Usual college boards and entrance examinations have been delayed for the first few semesters, until Supplementary Training students gain confidence and experience success in college work.

3. Cooperating colleges waived all testing requirements after the students successfully completed thirty-two credit hours.

4. Colleges have agreed to schedule some courses off campus at the Head Start or Follow Through site in order to reduce students' transportation difficulties or if the instructor felt the Head Start or Follow Through setting had the necessary environment to enrich course content.

5. Colleges have hired adjunct college staff if it was determined that permanent faculty members could not relate to a new and different

Objectives

Verifications

clientele or were not creative or flexible enough to deviate from the usual college syllabi or course requirements.

6. College instructors have reported their own personal growth as a result of their involvement with Supplementary Training students. This experience required a change in teaching techniques, instructional materials, and evaluative procedures. They further reported, after many experimental methods proved successful, they adopted these techniques with their regular college population.

7. Department chairmen at colleges utilizing standard materials throughout the department agreed to allow college instructors to utilize materials based on the needs, abilities, and interests of students.

8. New courses developed in response to trainee needs and interests in general education areas and professional studies. Appendix E illustrates four general education areas developed for Supplementary Training students resulting in its adoption for all students by several colleges. A point to consider is that these courses do not always follow the syllabi

Objectives

Verifications

of courses at participating colleges. They readily fit into categories of general education, but they are constructed from the experiences that seem most relevant to participants. Thus, instead of the course in psychology being the standard General Psychology, with the usual content, the course in the psychology area may deal more with intergroup relations, personal adjustment, adjustment mechanisms, etc.

The content of the experience-centered courses is not less demanding than in the General Psychology course; it is merely different. It can be justified on the same basis that we offer students at Glassboro a course in Negro History before a standard basic course like American History. In short, such courses are psychologically oriented (toward the concerns of the learner) rather than logically oriented (toward the structure of the discipline).

9. Inclusion of a practicum experience for several cluster groups designed to meet the basic requirements of Glassboro State College awarding the credit, while tailor-made

Objectives

Verifications

to fit the specific work experience of students involved. Appendix B illustrates this experience.

10. Consortium between Glassboro State College and two year colleges allowing students to participate in professional courses relevant to their responsibilities in their Head Start or Follow Through Program. It has been the firm conviction of Supplementary Training that a core of professional courses must be lodged within the framework of an emphasized liberal education to provide not only for the personal development of Supplementary Training students but also to ensure lateral and upward mobility. Credits awarded for these Glassboro State College courses will be applied toward an Associate degree at the degree college.

11. One institution is experimenting with a core-type program and practicum experience, utilizing one Teacher Coordinator responsible for course work and supervision on-the-job. This enables the students to earn twenty-seven credits during the Fall and Spring Semester plus six credits during the Summer

Objectives

Verifications

at the excess of one academic year (thirty-two credit hours). Description of this program is included in Appendix B.

12. Glassboro State College used the Supplementary Training Program as part of its rationale in pursuit of the development and acceptance of a four-year degree program in early childhood education.

13. Glassboro State College has applied for a grant to train staff, board members, and community people involved in three Day Care 100 Programs in Southern New Jersey and a graduate program to train trainees employed at two year community colleges responsible for the training of para-professionals in early childhood programs. It is believed the Supplementary Training Program Model partially influenced this decision.

14. Development of a two year model college program by representatives from approximately ten two and four year New Jersey colleges for para-professionals in early childhood programs. Steps leading to this model and the model are found in Appendix F. Some New Jersey two year colleges have already applied to the New Jersey

Objectives

Verifications

Department of Higher Education for approval to implement such a program at their institution. A steering committee is currently developing a proposal to submit to the State Board of Examiners for certification for para-professionals completing the above mentioned two year college program.

The Program Manager presented to the National Association for the Education of Young Children (NAEYC) a resolution that this association prepare a section for the third revision of Circular Number 351, Proposed Standards For State Approval of Teacher Education, (a publication aimed at state reciprocity), recommending minimum standards for programs for early childhood teachers and teaching assistants. The request resulted from a communication by the Chairman of the National Association of State Directors of Teacher Education and Certification (NASDTEC). The NAEYC was asked to prepare this document since a program for early childhood teachers is not included in the present edition of Circular Number 351. Inclusion of minimum standards for auxiliary teaching staff is considered to be a major breakthrough. It is believed this could lead to certification

Objectives	Verifications
	approval for auxiliary personnel completing a two year approved college program. The NAEYC on November 20, 1970 in Boston, Massachusetts, voted to accept the resolution and the Commission for Certification has been charged with this assignment.
5. To meet the growing need for competent, well trained, certificated personnel in early childhood programs and related fields.	1. New Follow Through, Title I, and Day Care 100 Programs are recruiting trained Head Start Supplementary Training students in various job roles. These programs are eager to place competent people in their program. Supplementary Training students receiving their A.A. degree will also be eligible to accept a position as a group teacher*. This mobility allows horizontal and vertical mobility within the Head Start program as well as providing positions for new parents and target area people in the Head Start program. Since one of the purposes of Head Start is to provide a "training ground" for parents and community people, losing staff members to outside early

* Under the Provisions of New Jersey Statutes Annotated 18; 20, A-1-10, a group teacher is one who teaches a group of children under the supervision of a director or head teacher who holds a New Jersey Nursery School Certification.

Objectives	Verifications
	childhood programs is not considered a handicap but rather examplifies career development in action.
6. To assist in "opening doors" and creating new jobs in community schools and agencies in order to better serve all people.	It is believed as a result of the success of training and utilizing auxiliary personnel in Head Start and Follow Through Programs, community human service agencies are beginning to recruit auxiliary staff throughout the state. This is still a slow process and there is little verifiable data at this time. As mentioned in the verification section for Objective Number 2, eleven Head Start community aides were hired by the Newark Welfare Agency. Career Development Committees are including persons from various community agencies and public schools to serve as ex-officio members, which hopefully will enhance the acceptance of the para-professional concept.

As noted, product evaluations does not usually provide the information and lacks the specificity required for adequate project control and direction at the local level. For local contact and decisions, Stufflebeam recommends a process type of evaluation, which he defines as a method of relating process to product. Supplementary Training has adopted Stufflebeam's process evaluation to identify and monitor, on a continuous, molar, non-interventionist basis, the potential sources of failure in the project, e.g. people, facilities, teaching techniques, materials, supportive services, etc. Here the evaluators; students, college faculty, tutors and counselors, career development committees and coordinators, Head Start and Follow Through administrators, Regional Training officer, CAP representatives and Program Manager do not exercise experimental control over or manipulate the situation in any way. Rather, they accept the situation as it is and as it evolves under real life circumstances. Process evaluation consequently focuses on areas that are deemed important, but also remains alert to any unanticipated, but significant events that may occur along the way. Process data is gathered and analyzed day by day to determine and provide solutions to potential and currently existing problems.

The Supplementary Training process evaluation provides information useful in evaluating and making decisions for (a) detecting any deviation of the actual project from the project design; (b) improving the on-going project, e.g. providing tutorial and remedial services, working with college staff to improve instruction, etc.; (c) identifying possible problem areas in advance; (d) determining the strengths and weaknesses of the project design and procedures; (e) refining and expanding the project design; (f) facilitating communication among project participants and personnel, (g) diagnosing expected and unexpected outcomes of the program, and; (h) communicating characteristics of the project to

interested parties.

The basic design for conducting process evaluations on the local level is to utilize the above mentioned evaluators on a cooperative basis. These persons are responsible for collecting process data on a day-to-day basis using such techniques as interviews, classroom visitations, questionnaires, student logs and diaries, informal program meetings, small group and individual interactions, workshops and conferences, written communications and the telephone. Information is essentially raw untampered-with data. Judgment or evaluation is appropriate only after related data has been pulled together. Decisions and appropriate action is then taken to solve problems and improve the Supplementary Training Program.

The Program Manager, who coordinates all components of Supplementary Training, and is directly responsible for product and process evaluation must be in constant contact with all product and process evaluators to determine the overall effectiveness of the program and to employ necessary procedures which contribute to the overall continual improvement of the program. Product evaluation is included each year in the Supplementary Training refunding proposals for Head Start and Follow Through Programs.

The following examples illustrate issues dealt with on the local level as process evaluators respond to the needs of the program.

1. During the first two semesters of the program, Spring 1968, Fall 1968-69, it was reported by college instructors and students that basic skills in reading, writing, and study skills needed to be improved if students were to be successful in the college program. This evidence brought about the following decisions:

(a) tutoring services had to be made available immediately;

(b) English II would be postponed for those who lacked the necessary communication skills, until these skills were strengthened through tutoring in

reading and a course involving the basic skills in writing;

(c) Program in-service sessions would utilize reading and writing tasks;

(d) college instructors in other courses encouraged students to first express themselves orally, then with a brief descriptive writing at whatever level they are able and with the vocabulary they possess. This was used in the tutoring sessions or with additional assistance by the college instructor during individual conferences;

(e) college instructors varied their teaching techniques and began to utilize materials other than the college text, such as films, slides, teacher prepared reading materials, resource people, and less technical reading material which focussed upon major course concepts;

(f) reading tests and writing samples were administrated to all students for the purpose of identifying students who needed tutorial services, a special written communication course or both.

2. After the first contract period allowing students to earn fifteen college credits, students began to question the length of time it would take to earn a two or four year degree. This lead to: (a) college representatives were immediately alerted to this situation and careful counseling and guidance commenced allowing some students to take one course in addition to the two cluster group courses (nine credit hours); (b) plans were made for four cluster groups to participate in an acclerated program awarding thirty and thirty-three semester credits rather than the usual eighteen semester credits. See Appendix B.

3. Students and Career Development Coordinators discussed with college instructors their feelings of frustration if course content and assignments were beyond their ability.

(a) Teachers slowed down instruction;

(b) Made sure assignments were clarified and often started in class;

(c) Gave small group and individual assistance before or after class or during office-conference time.

4. Career Development Coordinator reports student unrest to Program Manager:

(a) Program Manager immediately visits Head Start or Follow Through Program or the college classroom, and works through problems with students and decisions and solutions are made within the group.

5. Students with transportation and/or baby-sitting problems discuss the situation with Career Development Coordinators. Career Development Committees have been very helpful in working out solutions to these problems.

6. Flexible course planning allows students, college representatives, and Program Manager to adjust course offerings dependent upon the request and needs of students and the availability of the appropriate college instructor. This type of evaluation is utilized before each semester.

7. Excessive absenteeism and/or failing or near failing grades is brought to the attention of the Program Manager or the Career Development Coordinator who contacts the student and provides counseling that often leads to causes and solutions. Students are encouraged by knowing someone cares. If professional counseling is necessary this is arranged for the student.

8. As students become frustrated due to work load, college course load, and the need for tutoring time, the Program Manager has been able to arrange with Program Directors, release time for students to do library assignments, receive tutorial services, etc. Colleges have also worked out scheduling that would enable courses to begin and end earlier, or to combine two weekly sessions into one extended period giving students an extra evening to complete assignments

or spend with their families.

9. College instructors, program directors, or Career Development Coordinators alert the Program Manager if a student seems to have personal problems which causes learning blocks. Provision is made for professional counseling services to alleviate the problem or help the student deal with the problem.

These are but a few examples of process evaluation; to clarify the intent and advantages of an on-going, day by day evaluation process, with feed-back, decisions, and solution implementation shared cooperatively by many. Such collaboration will in addition afford colleges and Head Start and Follow Through Programs an opportunity to study the evaluation process in the context of ordinary circumstances and should facilitate increased evaluation expertise on their own staff to be used in the future with other projects.

It is suggested that while product evaluations will suffice for Federal decisions, process evaluations are required for effective program control and evaluation at the local level. It appears to be clear that evaluation of this type is a very positive force for improving Supplementary Training and that, in fact, progress in the program is largely dependent upon effective evaluation.

PROGRAM CONTRIBUTIONS TO THE IMPROVEMENT OF TEACHER EDUCATION

It is not easy to objectively evaluate the contribution which the Supplementary Training Program is making to the improvement of teacher education. At every participating college and within every community the impact of the program is different because of the varied skills and commitments of the college instruction, Head Start and Follow Through administrators and trainees.

Perhaps the greatest contribution of the Supplementary Training Program during the past three years has been its role in the sensitization of both the instructors and the individual with which it has dealt.

The following recommendations for the improvement of teacher education programs are based upon the experiences and needs of the Head Start and Follow Through Supplementary Program:

At the College Level

1. More flexible admission and matriculation policies and recruitment and scholarship programs designed to include a currently atypical college population.

2. Earlier and more relevant professsional courses.

3. Additional laboratory experiences and opportunities to receive college credit for on-the-job performance.

4. Greater participation by men students in on-going course design, modification and evaluation.

5. More effective continuous orientation of college faculty.

6. More pertinent course continuency in such areas as minority relations, social issues, family life, and urban problems.

7. Interim degree or certification programs for auxiliary service personnel which are transferable to B.S. and B.A. requirements.

8. Strong supportive services programs, e.g., counseling, orientation, etc., for full-time and part-time students.

9. Focus through inclusion of courses contingent on the emerging relations between professional and auxiliary personnel in the service area.

10. Development of more effective working relationships between two and four year colleges especially in the area of transfer of credits.

11. Initiative in the development of consortium arrangements between two and four year colleges which would promote a more consistent focus on the needs of individual students.

Within Local Communities

1. More consistent equitable policies relating to the area, training and advancement of auxiliary personnel.

2. Greater opportunities for personal and professional interaction between and joint training of professional and auxiliary personnel.

3. Greater involvement by program administrators and staff guidance in training.

4. Increased responsibility for auxiliary personnel commencerate with demonstrated abilities and training.

5. More effective involvement of auxiliary personnel in decisions affecting program design, evaluation and modification.

6. A stronger program of individual counseling and supervisory services for auxiliary personnel.

7. Greater local coordination between all programs employing auxiliary personnel.

Among the trainees Supplementary Training has instilled a special kind of esprit de corps. For many, the opportunity to take college courses has projected new dimensions of self-confidence and awareness which has positively affected

performance in the program. For others, Supplementary Training has solidified future academic and career aspirations. In all instances, Supplementary Training has thus far proven to be a recognized point of departure for the entry and credit advancement of a new point of sensitive, committed personnel into the field of education.